

Continuous Improvement Monitoring Process (CIMP)

Improvement Workplan and Status Report for Federal US-OSEP Monitoring of Special Education in Virginia

This Continuous Improvement Monitoring Process work plan addresses improvements needed as identified in Virginia's Self-Assessment. Virginia's areas of strength are not included in this work plan. Virginia's Self-Assessment is available on the Department of Education's Web site at <http://www.pen.k12.va.us/VDOE/Instruction/Sped/selfpage.html>.

Desired Outcome:

Parent Involvement – The provision of a free appropriate public education to children and youth with disabilities is facilitated through parent involvement in special education services.

Baseline Information: Self-Assessment Findings	Improvement Strategies	Evidence of Change and Benchmarks
<p><u>Where we are now-</u> <i>What has the state/steering committee concluded based upon the review of available data, about the state's performance and results for children with disabilities and their families?</i></p> <p><u>Areas of Noncompliance</u></p> <p>1. One area of non-compliance was found that local school divisions are not appropriately informing parents about parental rights and responsibilities.</p> <p><u>Status</u></p> <p>The Procedural Safeguards document was revised Feb. 2001 and LEAs informed (awaiting US-OSEP review). As of Sept. 2000, VDOE requires self-assessments with parent involvement as part of monitoring LEAs. VDOE has implemented the strategy of public meetings during the on-site review coordinated with the local special education advisory committee, January 2001, as evidenced by VDOE's monitoring reports.</p>	<p><u>How we will get there -</u> <i>What efforts/strategies will enable the state to improve from the baseline to evidence of change goals and benchmarks?</i></p> <p><u>State Systems Level Structures and Supports</u></p> <p>A. Revise Procedural Safeguards document and disseminate to LEAs to use.</p> <p>B. Provide a model training package to LEAs for parents on Procedural Safeguards, and address parents' diverse readability levels.</p>	<p><u>What it looks like where we are going-</u> <i>What evidence of change will show that the state has achieved the desired long-range effect(s)? What benchmarks will enable the state to measure the short-term effects of the improvement strategies in achieving the evidence of change goals?</i></p> <p><u>Evidence of Change</u></p> <p>Upon establishing a baseline in 2002, there will be increased opportunities for parent involvement and higher levels of satisfaction with special education services.</p> <p><u>Benchmarks</u></p> <p>1. Upon establishing a baseline in 2002, by 2004 there will be a 50% increase in the number of events funded, or provided, by VDOE evidenced by reports from T/TACs, Offices of Special Education and Student Services, local Parent Resource Centers, and Parent Educational Advocacy Training Centers.</p> <p>2. Program improvement activities reflect the</p>

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<p><u>Areas Needing Improvement</u></p> <p>1. The training and dissemination of informational materials in a variety of languages, formats and locations is an area needing improvement. Local school divisions develop their own materials, as needed. The VDOE does not disseminate informational materials in a variety of languages; however, plans are underway for providing translations of the revised state special education regulations and parents rights brochure.</p> <p><u>Areas Needing Additional Data</u></p> <p>2. The VDOE has information documenting training across the state. However, the data are not sufficient to assess whether there are increases in joint training opportunities where parents/students and school personnel participate in training together. A mechanism to begin collecting this information has been developed for use by staff and training partners. Public input suggests that not enough direction is provided by VDOE for LACs on effective implementation of this local committee to enhance parent-professional partnerships for program planning.</p> <p>3. Public input suggests that joint training activities are not utilized by parents and that there are not enough opportunities for joint training. In addition, the public views joint training activities as a mechanism for removing barriers to effective school/parent partnerships.</p>	<p><u>State Systems Level Structures and Supports</u></p> <p>A. Develop translations and formats of Procedural Safeguards and make available to LEAs.</p> <p>B. Expand the functions of the parent information & training state staff to:</p> <ul style="list-style-type: none"> - Develop guidance materials on operation of special education Local Advisory Committees (LACs), including suggested roles and responsibilities - Collect data on the efficacy of local advisory committees, parent involvement and satisfaction - Compile and disseminate information to LACs, parent resource centers, and special education directors <p>C. Develop recommendations on how to provide joint training of parents and school personnel and support joint training.</p>	<p>identified needs of parents of children with disabilities, as measured by comparing strategies to data from parent surveys.</p> <p>3. Parent participation in the monitoring process at the local level will increase.</p> <p>4. There will be an increase in the number of families participating in special education decisions, including eligibility, IEP development, and secondary transition planning.</p>

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<p>4. State Improvement Grant personnel training activities need to be analyzed to determine if they reflect the identified needs of parents and children with disabilities of the locality.</p> <p>5. Public input suggests that despite parent participation on local advisory committees (LACs), they have little impact as change agents and feel intimidated by school personnel when participating in policy or planning activities.</p> <p>6. The state has not routinely solicited feedback from parents regarding their participation and involvement in the activities mentioned above. Parents will be surveyed using the state instrument being developed for this purpose.</p> <p>7. There are 55 Parent Resource Centers in local school divisions across the state where parents can obtain information on special education and related services. These centers are not accessible to all parents of children with disabilities. There is a need to make additional resources available to parents.</p> <p><u>Satus</u></p> <p>VDOE provided translations in 7 languages of the Procedural Safeguards and has available in Braille.</p> <p>Data have been collected from the parent/student needs survey, which was completed August 2001. The findings were disseminated to LEA special education directors (June 2002) and the State</p>	<p>D. Maintain the State Special Education Advisory Committee (SSEAC) structure of regional parent representation.</p> <p>E. Develop mechanisms to link SSEAC parent representatives with LACs in the regions.</p> <p>F. Continue periodic state survey to solicit feedback from parents on their participation, and satisfaction, with the special education process.</p> <p>G. Continue state support for start-up of new local parent centers.</p> <p><u>Local/Community Systems Level Structures and Supports</u></p> <p>H. Implement training for parents and staff regarding Procedural Safeguards.</p> <p>I. Disseminate Procedural Safeguards information in a variety of formats and in needed languages.</p> <p>J. Collect, disseminate and implement strategies to actively involve parents in the special education process, develop data collection methods to evaluate strategies' effectiveness, and provide</p>	

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<p>Special Education Advisory Committee (July 2002).</p> <p>The VDOE Office reorganized to assign additional staff time to parent information and training (effective March 1, 2002).</p> <p>The Virginia Board of Education maintained the current SSEAC structure, as shown by the appointment history. VDOE has provided increased support for new parent centers, as evidenced by the budget plan. The VDOE office was reorganized to allocate more staff time to Parent Information and Training (effective March 2002). Cultural Competency training curriculum developed summer 2001, pilot training scheduled 2001-02.</p>	<p>training & information on parent involvement that addresses the identified needs of parents, youth with disabilities, and staff.</p> <p>K. Establish, support and publicize joint training opportunities to include parents and students with school personnel.</p> <p>L. Establish and strengthen local support for local parent centers.</p> <p><u>Personnel Issues (recruitment, training and support)</u></p> <p>M. Provide cultural competence training to educators.</p> <p>N. Promote parent-educator partnering when providing training.</p> <p><u>Implementation Procedures</u></p> <p>O. School personnel use appropriate and effective procedures to inform parents of all components of the special education process including parental rights and responsibilities.</p> <p>P. Establish a variety of ways and formats to disseminate information to parents.</p>	